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ABSTRACT

GRADES OR AGES: Grade 6. SUBJECT MATTER: Social studies: the gift of the Nile ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material includes an overview of the unit, notes on its place in the K-12 social studies program, and suggested ways to initiate the unit. The unit material is presented in four columns: content, teacher contribution and direction, student learning activities, and resources. There is also a short section on evaluation, a bibliography, and suggestions for correlating the unit with other areas in the curriculum. The guide is mimeographed and staple bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are included in the introductory material. Student activities are listed in the main text. INSTRUCTIONAL MATERIALS: Books, films, filmstrips, and magazines are listed at the end of the guide. STUDENT ASSESSMENT: Suggestions are given for student self-evaluation, teacher evaluation of students, and teacher self-evaluation. (MBM)

ED054103

SOCIAL STUDIES CURRICULUM DEVELOPMENT PROGRAM

Unit I

Egypt: The Gift of the Nile

6th Year

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SP007275

Social Studies, K-12
Unit 1, Egypt: The Gift of the Nile, 6th Year

Overview of the Unit

A study of the Egyptian culture gives the student an opportunity to move from the confines of his own environment to an awareness of another, quite different, culture.

The Greek historian, Herodotus, said: "All Egypt is the gift of the Nile". Geography and climate show their importance in Egypt more clearly than in any other ancient country. Through many centuries, the dry heat of Egypt's climate has preserved the remains of an ancient civilization. The remarkable archaeological findings since the middle of the nineteenth century present a unique opportunity to study the chronological development of a culture.

The cause-effect relationships of the Nile River on the Egyptian culture should be diligently pursued. There is opportunity here to use geographic, historic, and sociological facts to explain the development and predict the possible future of this culture.

What made Egypt powerful in ancient times? What are some of Egypt's invaluable contributions to civilization? What caused the great and prosperous early Kingdoms to collapse? What are the problems facing Egypt today? What may we predict for this country? How may we relate this culture to other world cultures, including our own?

Suggested time allotment: 4-5 weeks

TO THE TEACHER:

Here is a unit prepared for you by your fellow teachers and tested in classrooms. It is one of several units outlined for each year in the new social studies program adopted by the State Board of Education and the State Department of Public Instruction. Many teachers have accepted and are already using the basic ideas in the Social Studies Guideline, K-12. We hope you find this unit of value as you put it into action with your students. A sample, or model, unit is available at each grade level by making a request to the State Department of Public Instruction.

First, study the Social Studies Guidelines, K-12, for an overview of the new program. Understand the philosophy and purposes. Examine the structure and the meaning of the conceptual framework for perspective. Note the continuity of the 13-year program. Read and think about the year's program that is to involve you.

Specifically, the overall purpose of each unit is the development, or postholing, of two or three of the major concepts taken from one or more of the sciences. Each year the concept will be taught again at a more mature level with deeper understanding with richer and more complex content. (As you help students to grow intellectually, you are performing a professional task. The total planning of a school staff will yeild the greatest return for students.)

In addition to intellectual development, you will see emphasis upon skill development which must be sustained continuously for refinement. Skills must be learned to the point of application upon need. Think about the state of a child's skills when he comes to you. How well does he use and apply what he has learned? What new skills is he ready to learn? For example, can he gather new information efficiently? Can he organize his data? Can he use several kinds of resources? Can he put aside irrelevant data? Consider skills of making inferences, hypothesizing, generalizing. Do we plan to teach the uses of the atlas. the dicionary, the globe, maps, charts, diagrams, and cartoons?

Added to purposes of teaching a unit is the belief that attitudes are taught by planning. Attitudes, less tangible than the other two kinds of learnings, seem to come without direct teaching, but a consciousness that they are being taught is vital to the success of the learning. What attitude will you foster toward democracy, voting, safety, conservation, race, "the government", law, and the hundreds of concepts that make up social studies content?

Second, unify time, content, and teaching procedures to help students gain insight into their own learning. Plan around the objectives you set and the means you select to evaluate the growth of students during the unit.

Units are designed to encourage greater uses of the inductive method when appropriate for better learning. Students are to gather information from more than one resource that they might learn to compare and contrast sources of data and weigh evidence. Students must be taught to differentiate between relevant and irrelevant data, to perceive relationships, and to make tentative statements. Hopefully, we may lead students to trust and direct themselves and to become more creative in their thinking.

Inductive approaches include problem-solving and inquiry methods. The use of them implies that students are to become involved in their own learning and take responsibility for the results. This growth alone justifies explaining and using a performance description, called performance criteria, of what a student is to do as evidence that he is learning. Too seldom have we demanded that the efforts of teaching show results in its counterpart. learning by the student. But building a conceptual framework is economy in learning. By postholing true understanding the principles learned result in a transfer and applicablitity to new learning.

Steps for moving from Social Studies Guidelines, K-12, to daily procedures in the classroom:

Step I. Select several appropriate basic concepts from the six social sciences.

HISTORY

1. Change is inevitable. History is a record of struggles between people and groups who favor and those who oppose change. People, institutions, nations, and civilizations must remain flexible, adaptable, able to conform to new technology and new pressures for change or they will be brushed aside by the winds of change.
2. Human experience is continuous and interrelated. All men, events and institutions are the outcome of something that has gone on before. Man is a product of the past and is restricted by it.
3. History is a record of problems that men have met with varying degrees of success. Resolving problems causing change toward a desired goal is progress, but change away from desired goals may occur.
6. Each civilization has certain significant values and beliefs that influence its growth and development.

ANTHROPOLOGY

2. Human beings everywhere shape their basic beliefs and behavior in response to the same fundamental human problems and needs.
3. Human beings, living in groups, develop cultures. These include particular patterns of behavior and the resulting material and products.
4. Human beings are, in part, a product of their culture.
5. Every human cultural system is logical and coherent in its own terms, given the basic assumptions and knowledge available to the specific community.

SOCIOLOGY

4. Every group tends to develop various social processes and institutions which reflect its values and norms, to give order and stability to relationships among people.

POLITICAL SCIENCE

2. Governments are established by men. In some situations people delegate authority to government; in others, authority is imposed.

ECONOMICS

1. All economic systems are confronted by the problems of relative scarcity of unlimited wants and limited resources.

GEOGRAPHY

1. Each individual place or area on earth is related to all other places on earth in terms of size, direction, distance, and time.
4. A region is a mental concept useful in organizing knowledge about the earth and its people. In some respects a region may have relatively homogeneous characteristics; in others, relatively distinctive aspects.
5. The nature and conditions of the earth influence people, but cultural achievements and the ability to think cause people to be able to modify the environments to suit their purposes.

Step II. Translate the broad concepts into specific ones by using the content.

1. The vast amount of chronological data available for a depth study of Egyptian culture makes change-study a reality.
2. By fitting together the pieces of historical data, a class may evolve the story of a people, their struggles with their environment, the progressive steps and the shortcomings in resolving problems.
3. The Nile River, a geographic factor, and the Muslim religion, a social factor, have influenced the whole of Egyptian civilization.
4. Each developing culture presents to the world philosophical, scientific, and artistic contributions. The Egyptian civilizations, one of the earliest has contributed richly.

Step III. Channel out of the concepts the general objectives that provide direction for teaching the unit.

1. Attitudes
   a. To help students look with tolerance upon other peoples of the world who have particular environmental or social problems.
   b. To create an interest in and appreciation of an ancient culture, Egypt.
   c. To develop an understanding of the Egyptian himself, his abilities, his interests, motives, ideals, and his contribution to the culture of the world.

2. Knowledge
   To help students:
   a. Recognize that Egypt is one of the countries considered a "cradle of civilization".
   b. Discover the cause-effect relationship of the Nile River and the Egyptian culture. (All of Egypt has been called "The Gift of the Nile").
   c. Understand that problems with environment and climate can be met if supported by stable government and education.
   d. Understand the role of religion in the life and these people.
   e. Realize the importance of trade and trade routes with other countries.
   f. Compare the present with the past and rural with urban life.
   g. Recognize the problems Egypt faces today.
   h. Acknowledge the contributions Egypt has made to mathematics, astronomy, art, and philosophy.

3. Skills
   a. To acquire map and globe skills
      1) Locate places of interest in Egypt on maps and globes.
      2) Locate places and areas by latitude an longitude.
      3) Determine distances by using the map legend.
   b. To learn how to use many resources.
      1) Sift and weigh for relevance.
      2) Skim and scan for detail and problem solving.
      3) Recognize that points of view may differ from source to source.
      4) Choose between conflicting resources.

c. To encourage children to share research
   1) Through oral communication
   2) In writing
   3) Through oral communication
d. To learn to reach valid conclusions
e. To learn to generalize and to be aware of the dangers of over-generalizing
f. To learn to summarize
g. To learn to compare, contrast, and recognize that there may be several approaches to problem solving

Step IV. Refine the general objectives into objectives that guide daily planning.

1. To compare and contrast early Egyptian culture with the Egyptian culture in some areas of Egypt today.
2. To build communications skills through research, wide reading, and by sharing the information.
3. To learn about Egypt's contribution to civilization.
4. To trace changes in ancient Egyptian world culture.

Performance Criteria

1. Upon completion of the unit, students should show evidence of competence by:
   a. Using a variety of resources to locate information.
   b. Evaluating resources as to relevancy and validity.
   c. Expressing themselves orally by speaking fluently, in small or large groups.
   d. Expressing themselves in single paragraphs to report factual information.
   e. Working independently and in groups.
   f. Carrying a share in group projects, or completion of independent projects.
   g. Evaluating their own work by finding strengths and weaknesses.

2. Students should show evidence, through attitues and interest, of a heightened awareness of:
   a. The value of Egypt's contributions to the world by naming them and writing a few short sentences about each.
   b. The reading of current problems facing Egypt today and describing them orally to classmates.

3. Students will write sentences with the following words pertaining to the study of Egypt: delta, pharaoh, isthmus, papryrus, obelisk, pre-historic, Bedouin, geologist, archaeologist, caravan, oasis, humid, pyramid, and hieroglyphics.

SUGGESTED WAYS TO INITIATE THE UNIT

Idea I
Prepare a bulletin board of pictures of Egypt and entitle it "What country am I?"

Idea 2
Using the opaque projector, view pictures of Egypt and encourage discussion and the formation of questions or a central problem.

Idea 3
Review Midwestern culture patterns and background and discuss differences and similarities in other cultures.

Idea 4
Bulletin board and "Interest" table of world cultures - Egypt "One of World's Oldest Civilizations".

Idea 5
Library "Interest Center" table with references and provocative questions.

Idea 6
Using no pictures or books suggestive of Egypt, initiate the unit with "Egypt, what does this name bring to mind?"
Responses will probably be in reference to pyramids, Bible stories, pharaohs, and the Nile River.
Have a recorder list student responses. When these are exhausted for all practical purposes, go on to a discussion of what they would be interested in learning about this country.
On a second board or large sheet the students might frame their questions.
This would lead into student research for materials.

Idea 7
Read a story about Egypt and initiate interest through discussion.

Idea 8
Have a "talking" bulletin board - a taped narration going with pictures and articles displayed. For several days before beginning the unit, give the students the opportunity to listen individually and in small groups. They may wish to write questions or comments and place them in an "Exploring Egypt" box for later discussion.

Idea 9
Read the most current news story available concerning Egypt and initiate interest in the country, the people and their problems.

Content

I. Geographic setting

A. In relation to Eastern Hemisphere, Africa, Asia, and Europe
B. Nile River
   1. Source
   2. Length
   3. Annual floods and erosian
C. Upper Egypt
   1. 10- 30- mile-wide valley, 600 miles long
   2. Hot, dry climate
D. Lower Egypt
   1. Delta land
   2. 150-mile area
   3. Hot, humid climate
E. Natural boundaries
   1. North - Mediterranean Sea
   2. West - Libyan Desert
   3. South - Nubian Desert
   4. East - Arabian Desert and Red Sea

Teacher Contribution & Direction

Introduce Egypt with current affairs and a bulletin board:

What brings Egypt into the news today?

a. Where is Egypt?
b. How is Egypt different from the United States? (geographic approach)
c. What does the word Egypt suggest to you?

What are the facts?

Work out a series of facts with map reading:

1. How big is Egypt?
2. How does it compare in size with the United States:
3. What is the famous river of Egypt? How long is it? In which direction does it flow?
4. In what ways is Egypt protected from other nations?
5. Locate the delta and explain how it was created.
6. Trace the Tropic of Cancer around the globe. Is the climate of Egypt comparable to any other land as far north of the equator? What are the facts about the altitude and the nearness to the ocean?

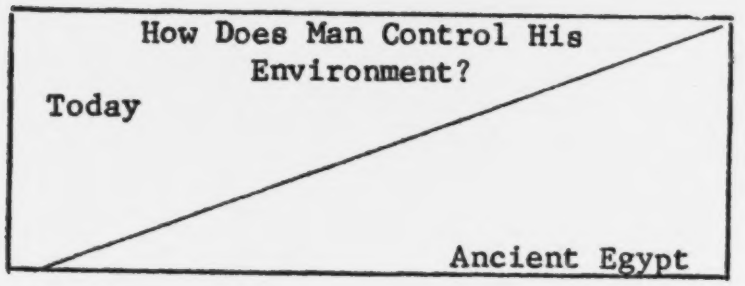
As curiosty is aroused by new facts about the Nile (teacher must be the resource for some of the more comprehensive background), raise some related questions:

Major Problem to consider during the unit:

I. Make predicitions for 2000 A.D. in relation Egypt's position to other major countries.
   A. How has Egypt used her assets in the past?
   B. How can Egypt add new resources to grow into a leading nation?

Student Learning Activities	Resources
Informal discussion of facts and impressions of Egypt-- "Egypt is a land of desert..." "Egypt has pyramids..." "Egypt has kings called pharaohs." "Egypt had a war over the Suez Canal."	See attached Bibliography
Students read maps to answer questions with geographical background and observation.	Maps
Make several statements about Egypt in response to questions: 1. Egypt is roughly shaped like a rectangle that averages 575 miles in width, 670 miles in length. 2. The United States is about 9½ times as large as the United Arab Republic. 3. The Nile is the longest river in the world. It is created by the White Nile that comes from East Africa and the Blue Nile that begins in Ethopia. The river flows more than 4000 miles northward to the Mediterranean Sea. 4. 5. 6.	Globes

Content	Teacher Contribution & Direction
	We call the Mississippi River "The Father of Waters". Why do you think the Egyptians call the Nile, "Father Nile"? (What do "fathers" do for their families?)
	How did the Nile take care of its people?
	After the question is raised discuss with class other river valleys to create generalizations about sources, behavior, values, and uses of rivers. (What background and what concepts do children have?)
	Assign reading about world rivers if generalizations are not well formed or concepts about rivers are nebulous.
	What unusual behavior makes the Nile like/different from other rivers?
	Relate floods in current or recent news or put pictures on the bulletin board:



Student Learning Activities	Resources

Possible student reactions (in their language);

1. The sources of rivers are found in mountains or highlands.
2. The flow of water is from high elevations to lower levels.
3. When water flows a short distance from high elevation, the stream is likely to be tumultuous.
4. Rapids and cataracts are formed when the rushing water falls sharply to lower levels.
5. When the snows melt in the mountains, the streams swell and rush along to create floods in many of the lower valleys.
6. Primitive peoples have used their streams for transportation.

Reading Time

Unusual facts about the Nile:

1. Primitive people used the current to move north down the Nile, but they used the south-blowing winds to go against the current.
2. The Nile River has created the riches of Egypt.
3. The Nile River does not grow larger and larger as most rivers do on their way to the sea. No small streams pour their waters into the Nile during the last 1600 miles. The water grows less and less as the river flows to the Mediterranean Sea.

Analyze bulletin board and contribute to discussion of natural phenomena that create problems for man:

fog
blizzards
earthquakes
floods
lack of moisture
scorching winds

Content	Teacher Contribution & Direction
II. Sociology and Political Science A. Attempts to control Nile and resulting political organizations 1. Led to need for government 2. Caused cooperative villages to form 3. Two kingdoms--4000 B.C. 4. One kingdom with absolute rule 5. Military state 6. Domination by foreign powers 7. Restoration of independence	Post pictures of primitive methods of irrigation in Egypt: How did the early Egyptians make use of the river?
B. Early attempts to meet problems caused by the Nile 1. Need for a system of writing and record keeping a. Paper from papyrus b. Uses of symbols 2. Need to establish order a. Geometry b. Calendars	How have we improved our methods of irrigation today: A. In our country? B. In Egypt?
C. Early religion 1. Sun worship - Amon-Re 2. Pharaohs a. Direct descendants of Amon-Re b. Pyramids 1) 5000 years old 2) 30 large pyramids	Draw students out for discussion of understandings of the need of conservation of natural resources for the benefit of all people.
D. Early organization of socio-economic life 1. Village life 2. Urban life 3. Desert life a. Bedowins b. Caravans c. Oasis	Pace discussions according to background gained by the students on alternate days of 1. Reading from many sources 2. Viewing filmstrips 3. Viewing films 4. Looking at pictures 5. Listening to resource people 6. Preparing single paragraph summaries 7. Combining factual material with map study a. Egypt proper for details b. Fertile Crescent area c. Entire Mediterranean area d. All of Africa
III. Archaeology A. Natural preservation of old cultures B. Tombs - "Museums that preserved the past" C. Explorations and excavations 1. Accuracy of past records 2. Revelations of the past	
IV. History A. Stone Age - 5000 B.C. 1. Grains 3. Papyrus needs 2. Fish 4. Mud deposits for bricks B. Two Egypts - One Kingdom - 3000 B.C. 1. Leadership of Menes. 2. A great nation	

Student Learning Activities	Resources
Describe the operations of irrigation in ancient Egypt. 1. Pictures 2. Oral explanations 3. Model	
Compare with modern operations 1. South Dakota Great Lakes potential for irrigation 2. Problems involved a. Government funds to finance projects b. Cooperation of many people	
Independent Study Areas for interested students 1. Missouri Basin Project 2. Aswan Dam in Egypt 3. Purposes, Values, or Construction of Dams	
Use information from all resources to add to a series of class and small group discussions: 1. What problems led to the early formation of Egyptian kingdoms? 2. What effects did absolute rule and/or military domination have upon the economic development of the Nile Valley? 3. How did the early Egyptians solve their flood problems: a. Pertaining to land claims b. Pertaining to prediction of floods 4. Describe an imaginary conversation between two Egyptians concerning "New-fangled land messurement" and "New-fangled calendars". 5. How did religious beliefs affect the lives of early Egyptians? 6. Aside from the narrow, fertile valley how did Egyptians live?	

Content

C. Old Kingdom -- 2700 - 2200 B.C.
   1. Pharaohs
   2. Khufu (Cheops)
   3. Khafre
D. Middle Kingdom -- 2100 - 1788 B.C.
   1. Broken power of pharaohs
   2. Internal strife
   3. Rulers
      a. Amenemhet I
      b. Amenemhet II
   4. Invasion from Arabia and Syria by the Hyksos -- 1680 - 1580B.C.
E. New Kingdom or Empire 1580-1090B.C.
   1. Ahmose I
      a. Defeated the Hyksos
      b. Created military state
   2. Hatshepsut
   3. Thutmose III
   4. Amenhotep IV
      a. Belief in one god
      b. Diminishing power of Egypt
   5. Ramses II
   6. Ramses III
F. Domination by foreign powers
   670 B.C.
   1. Assyria
   2. Persia
   3. Greece-Alexander the Great 332 B.C.
   4. Ptolemy
   5. Russian domination
   6. Moslem domination - 640 A.D.
   7. British control - 19th century
G. United Arab Republic - 1956

V. Economics of Modern Egypt
A. Agriculture
   1. Products of the soil
      a) cotton d) wheat
      b) buckwheat e) fruits
      c) rice
   2. Livestock
      a) camels c) sheep
      b) donkeys d) goats
B. Leather industry
C. Glass industry
D. Petroleum industry
E. Trade
   1. Exports
   2. Imports
   3. Transportation
   4. Money
   5. United Nations' role

Teacher Contribution & Direction

Lead and encourage children to react to what they read or view:
   a. Spontaneous discussions with each other
   b. Give-and-take in well planned small group discussion
   c. Class discussion
   d. Sketch illustrations
   e. Produce <u>useful</u> and <u>meaningful</u> maps and charts
   f. Record in some pattern a chronology of the story of Egypt.
   g. Make models of pyramids and/or diagrams of interior.
   h. Prepare an illustrated travel folder urging tourists to visit Egypt.
   i. Plan a visit to Egypt by
      1) Checking travel information
      2) Estimating costs
      3) Outlining an itinerary
   j. Prepare a mural of an Egyptian farm on desert scene
   k. Demonstrate ancient brick-making procedures.

Student Learning Activities | Resources

7. How will the Aswan Dam help to modernize Egypt?
8. By what means have we been able to learn so much precise information about ancient Egypt:
9. What stories are revealed by the work of the archaeologists?
10. Where do we find today the precious artifacts of ancient Egypt?
11. Where do the stories of Joseph and Moses, Biblical characters, fit into the history of Egypt?
12. What effect did British control have on Egypt?
13. Since becoming a republic--United Arab Republic--in 1956, what have been the chief problems for the country to attack?
14. If you were to visit UAR today, what would you find out about:
    a. How people earn a living?
    b. Modern construction.
    c. Effects of the Aswan Dam.
    d. Modern transportation
    e. Trade with other countries.
    f. "Neighbor" troubles.
    g. Ways of the people in everyday living.

Pacing of time during the unit allows students to

a. Read, read, read
b. Talk with classmates
c. Create appropriate products to illustrate learnings
    1) Relief map (papier-mache')
    2) Scrapbooks
    3) Model of sculptures, obelisks, pyramids
    4) Animated maps
d. Plan summaries of sub-units to check on ability to recall, to build vocabulary, to express understanding of concepts, to generalize, to view the contemporary scene
    1) Games
    2) Panel discussions
    3) Questions/Answers
    4) Individual presentations to the class at appropriate times

Content	Teacher Contribution & Direction
	Plan a summary of the total unit with the students. a. Map information gained b. Understanding of the meaning of chronology or historical sequence in terms of B.C. and A.D. c. Relation of geographical factors to economics and cultural patterns
	d. Analysis of world relations to UAR today.
	e. Plan a vocabulary check--a test, practices, reinforcements, writing of sentences and paragraphs: pyramid — canal pharaoh — archaeology mummy — archaeologist obelisk — oasis temple — cataract

Student Learning Activities | Resources

Play place geography games.
Have students present to class individual or group projects involving these learnings. Set up a hypothetical situation (or a country) with given factors and ask students to project their hunches--

GIVEN
One country
1. 20°- 30° S. latitude
2. 50°- 60° W. longitude
3. eastern side of continent
4. mountainous surface
5. one good harbor
6. one major river
   a. How might people earn their living?
   b. How would the seasons compare or contrast with Egypt?
   c. What crops could be grown?
   d. Give your reasons for believing this country could preserve it culture over thousands of years.

A series of panels discuss with the help of magazine articles and maps:
   a. What are the relations of the Arabian people toward one another?
      Name Arabian countries
      List their resources of use in a modern world.
      How well do they agree upon problems in their areas?
   b. How has the discovery of oil affected the Arabian countries?
   c. Explain the value of the Suez Canal in building good feelings in the Arabian world.
   d. Written practices

   e. Poster or realia (of models or charts) showing contributions Egypt has made to our lives.

EVALUATION

I. Student Self-evaluation
   A. Can I describe with some accuracy the quality of my learning experiences e.g., "We should have spent more time on_____"
      "We spent too much time _____"
      "I didn't know before what an oasis is really like."
      "The Egyptians are a lot smarter than I ever thought."
   B. Can I answer questions thoughtfully and thoroughly?
   C. Can I recognize my own ability or inability to participate in discussion?
   D. Could I write a sensible letter to parents or instructor telling about:
      1. What interested me the most.
      2. What surprised me the most.
      3. What I didn't like.

II. Teacher - evaluation of students.
   A. Make observation of each student's performance in daily class activities.
      1. Is there intensity of interest and purpose in learning new content?
      2. Why do Gloria and Ernie avoid getting to work during study sessions?
   B. To what extent did each student show an understanding of the new concepts imbedded in this unit by using such words as republic, empire, kingdom in sentences?
   C. Was there appropriate buzz of group activity? the silence of concentration? the noise of exuberance? dispute and defense of ideas?
   D. Did facial expressions show interest, enthusiasm, and concentration?
   E. Give objective work sheets, requiring skim and scan research.
   F. Use subjective tests with an essay-type question to point up progress in understanding a concept-such as republic.
   G. Is each student growing steadlily in listening skills? in preparing brief reporting paragraphs?
   H. What formal geographical concepts have been fixed well? (Latitude by all except Connie; longitude by all except Al, Trudy, and Jeff.) Work more on concept of river sources.
   I. Are we ready to make outlines with two signals? I.
      A.
      B.
      II.
      A.
      B.
      C.

   (All do well with tightly written paragraphs, but only upper third of class see organization from textbook materials that are written in a thoughtless manner.)

   J. What evidence can I find that basic concepts will be retained? When do I need to reinforce these understandings?
   K. Class needs much help in learning to apply generalizations.

III. Teacher Self-evaluation

A. Why did Helen, Jean, and Carl show little interest in content? How will I reach them in the next unit? Or should I make some presentations - formal geography, group discussion practices, or writing lessons - to help the student perform at a more effective level?

B. My question - asking is improving! I not only used memory and recall questions, but I tried application questions. My proudest moment was watching responses to my creative questions.

C. I need to broaden my resources. I wonder how I can use the overhead and opaque projectors to advantage? Beginning today I promise myself to use the tape recorder more often.

D. More students see that human beings create and organize knowledge, e.g., geometry and the calendar.

E. I think I have really begun to appreciate Dean's slow way of questioning what other students recite so blindly and glibly. He seems to be really <u>searching</u> for truth.

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